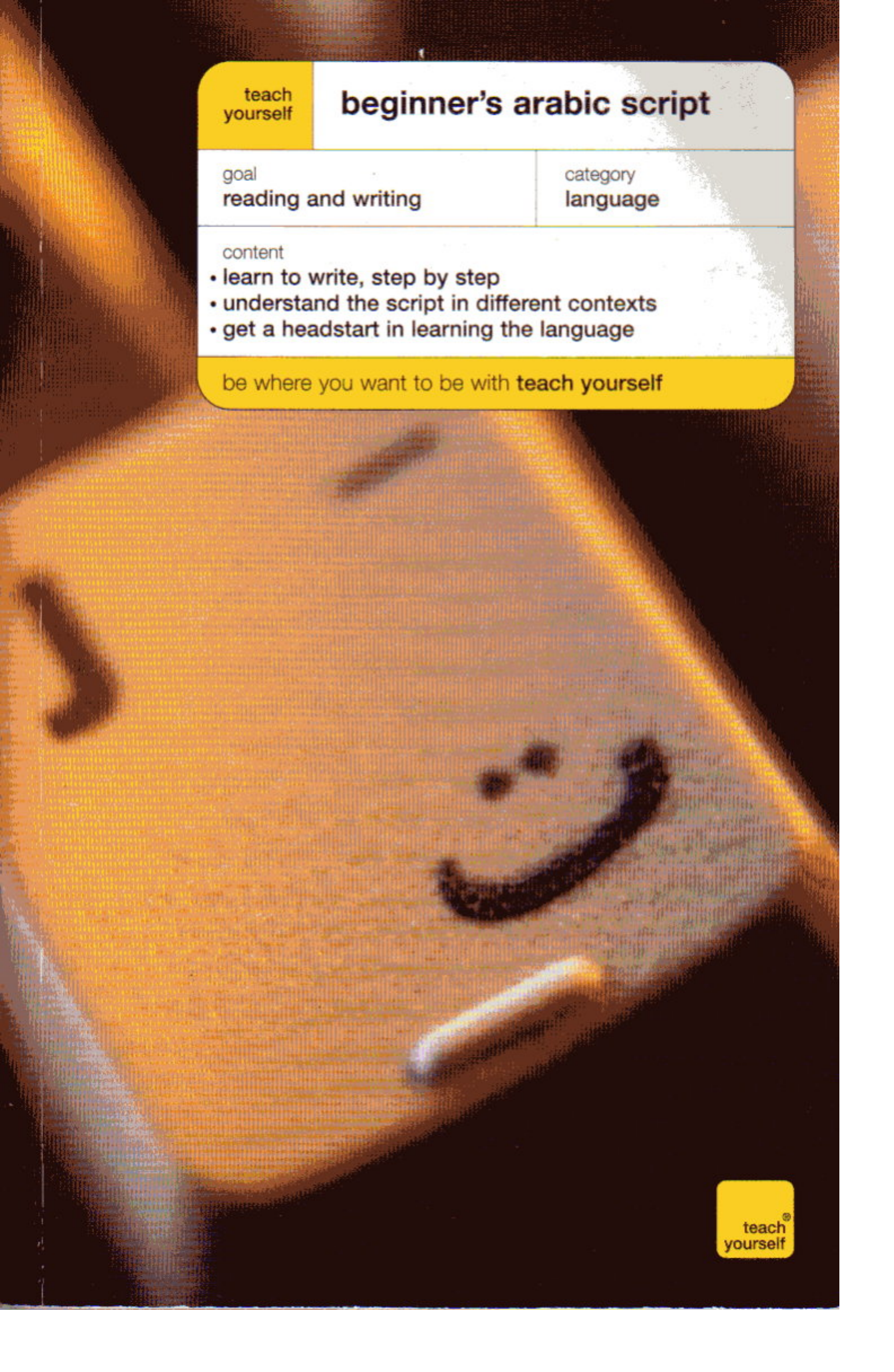

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CONTENTS

INTRODUCTION

Reading and writing Arabic

Arabic writing seems daunting at first sight, but it doesn't have to be. This book attempts to take the mystique out of it. You learn the alphabet in stages, practising each new letter or combination of letters many times before moving on to the next; at the same time you fit the letters into useful words and phrases seen everywhere in any Arab environment.

This book is actual; you learn to read and write today's Arabic. And you learn through practice, from the start.

That said, nobody can promise that when you have finished this book you'll be able to read a newspaper article, or write a report. That requires a knowledge of Arabic grammar going beyond our immediate scope. But you will be able to read and understand important signs and directions - even better, you will know what sort of words to expect. You will also be able to read and understand many newspaper headlines, and to write everything you can read.

The Arabic language

Arabic is a world language. It is the official language, or one of the official languages, of nineteen countries spread across Saharan Africa and most of the Middle East. It is also one of the official languages of the United Nations. Arab culture has a high reputation, and is studied at countless universities in the western world.

Words in Arabic are built on a 'root' of three (occasionally four) consonants, which contain the basic idea underlying all the words made from the root. An example is the root consisting of the three consonants **k t b**, which has the basic idea of *writing*. From this root Arabic makes:

- the verb **katab** *to write*
- the noun **kātib** for *writer*
- **maktūb** for *written* or for *letter*
- **kitāba** for the action of *writing*
- **maktab** for *office*, or the place where one writes
- **kitāb** for *book*
- **maktaba** for *library* or *bookshop*, and so on.

The words may have bits added on, or may change internally, but you still find the three root consonants, all present and always in the same order, throughout all the derivatives.

This is of enormous help. It means that if you know one Arabic word of a particular root, you can make an intelligent guess at the meaning of a previously unknown word showing that root.

Spoken Arabic varies from place to place. It is not normally written down (there is not even an agreed way to spell it), and it is never used for formal or official written communication.

But written Arabic is the same throughout the Arab world. The Cairo newspaper **al-'ahrām** (*The Pyramids*) is read with ease in Casablanca, at the other end of North Africa. This is the Arabic found on all signs, notices, advertisements and so on, and it has a standard pronunciation. This is the form of Arabic which we are about to explore.

The Arabic alphabet

First, some essential principles on which the Arabic alphabet is based. Refer back here if you are in doubt later:

- The writing runs from right to left ← ←.
- There are no capital letters.
- Short vowels (the sounds **a** as in English *man*, **i** as in English *pin*, and **u** as in English *put*) are mostly not written; we usually have to infer them from the context.
- Printed Arabic is originally an imitation of handwriting. Most of the letters (called 'joined letters') are joined to the letter following them in the same word. A few letters ('disjoined letters') are never joined to the letter following them.

All this sounds complicated. It is not. Don't attempt to remember it now; it will become familiar as you read and write.

How to use this book

This is a participative book. You have to do a geat deal of reading and writing. You learn, and remember, by doing.

Arm yourself at the outset with a solid exercise book with lined paper. Do all your writing in this exercise book. You should also write out your vocabulary somewhere permanent, whether in the back of this exercise

book, or in a different one. Writing is a powerful aid to memory.

Units 1 to 6: Alphabet

Follow the text, practising writing each new letter or group of letters as instructed. Pay attention to the notes on handwriting; there are certain important differences between handwriting and print. In the 'Read and write' parts of each unit, you see both. Imitate the handwriting for preference: you can write like printing if you wish, but it looks unnatural, and is slower. Read your writing back. Read and write everything several times.

The letters are taught in an order which helps you to build up quickly a battery of words which you can write. Any pitfalls are pointed out on the way. From letters you will move to words. Also in these units, your progress is monitored with a series of exercises at each stage; then at the end of the unit you have tests, which are more difficult than the exercises as they offer only the barest of help, and are more formal.

Don't move on to a new unit until you are at least reasonably confident about the last one - and that includes having performed well in the tests, for which you can check your answers in the key.

While following these units, don't force yourself to learn words by heart. Some will stick in your mind anyway - so much the better. The important thing is that you can by now put the letters together correctly, and decipher the written combinations which you see.

In Unit 6 you also learn to read and write the Arabic numerals.

Units 7 to 13: Words and Structures

In these units you learn to identify the different types of word, how to manipulate them, and how to link them in common and useful expressions and sentences. You will begin to read notices, signs, headlines. Units 9 to 13 start with new vocabulary, usually divided into 'essential' vocabulary, which you need to learn now because of its importance, and 'reference' vocabulary which is used for exercises and tests, but which you need not learn at this stage; examine it, and refer to it as you work through the unit. You will retain much of it through practice. In these units you will also learn related word-patterns which are a helpful feature of Arabic. These units also have exercises and tests.

Unit 14

This unit gives you some important geographical vocabulary for the Arab world, and a map.

Unit 15

Go carefully through the general reading test in this unit, checking your performance with the key and going back into the book where necessary.

Key to Tests

This is self-explanatory.

Vocabularies

The preamble to this section explains how to use these.

Index

The Index lists alphabetically all the technical topics covered (e.g. Construct, Noun, Participle), showing where each is found.

Pocket Card

This is found at the end of the book, and its use is explained there.

1

In this unit you will learn

- six common letters, with their pronunciation,
- when and how to join these letters,
- something about the 'stress' of a word,
- words which you can read and write, using the six letters.

General

Before starting this unit, be sure to read the Introduction; the section entitled 'The Arabic alphabet' is important for understanding the terms used below.

Letters

1

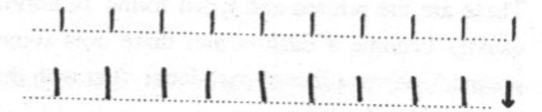
ا alif

The first and commonest letter of the alphabet is ا , called **alif**. It represents:

- at the beginning of a word: any of the *short* vowel sounds **a-**, **u-**, **i-** (like *a* in English *ant*, *u* in English *put*, and *i* in English *ink*, respectively).
- in the middle of a word, a *long* vowel sound **-ā-**. Imagine pronouncing *man*, in English, but drawing the vowel out: *ma-a-an*.
- at the end of a few words: short **-a**.

ا **alif** is a so-called 'disjoined' letter, that is, it is never joined to the following letter.

alif rests on the line of writing, but is 'tall' like a European *l*. Write this letter several times, starting at the right of the page: ←←

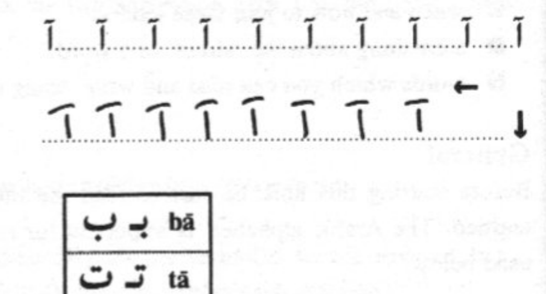


2

آ **alif madda**

alif with a stroke over it represents long ā (see paragraph 1 above) at the beginning of the word. This variant of **alif** is called **alif madda.**

Write this letter several times; first the downstroke, then the head:...← ←



3

بـ ب	**bā**
تـ ت	**tā**
ثـ ث	**thā**

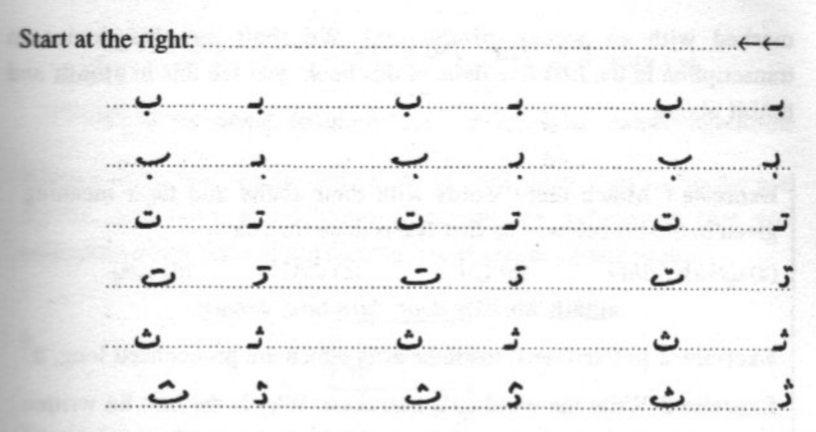
The sounds **b, t** and **th** (soft, like *th* in *think*; the transcription is underlined to show that it is a single sound) are written respectively with the letters called **bā, tā** and **thā** (see paragraph 1 for the pronunciation of **ā**). These letters are all 'shallow', i.e. they all rest on the line of writing, and are not 'tall' like **alif.**

These are 'joined' letters, that is, they are joined to any letter following them in the same word. Each letter has two possible forms: the short form is used at the beginning or in the middle of a word, and the longer form (the 'full' form) when the letter stands at the end of the word, or alone.

You will note that the three letters are identical but for the dots. These are an integral part of the letter, just as they are in English *i* or *j*. The dot(s) lie over or under the beginning of the short form, and over or under the middle of the long form. In all dotted letters the stroke is written first (← right to left), then the dot or dots.

These are the printed and typed forms. In normal handwriting, two dots usually become a dash –, and three dots something like a circumflex accent ^. Write a line of each letter, first with the dots as in print, then as in normal handwriting.

Start at the right: ....←←



We can now write a few words. ا is always written downwards except in its middle form, i.e. when joined to a previous letter; then it is written upwards. Remember that it is never joined to the following letter, that is, to its left. Remember also, as was said in the Introduction, that short middle and short final vowels are not normally written. Note the difference in height between **alif** (tall) and **bā-tā-thā** (shallow).

Read and write (starting at the right, remember): ←

اب **ab** *father** .... آب **āb** *August* ....

اثاث **athāth** *furniture* .... باب **bāb** *door** ....

ثابت **thābit** *firm, solid* ....

* There is no word for *a* or *an* in Arabic, so for example اب **ab** means either *father* or *a father*, and باب **bāb** either *door* or *a door*.

> **Short vowel rule:** *Short vowels* **(a, i, u)** *in the middle or at the end of a word are not normally written. In a few words final* **alif** *is written for short* **-a**.

4 Stress

Think of the English word *production*; its middle vowel *u* is pronounced more strongly than the rest of the word. We say the *u* is *stressed.*

In books teaching English as a foreign language, the stress is sometimes

marked with an accent (*prodúction*). We shall use this device in transcription in the first five units of this book: you see this in **a<u>th</u>á<u>th</u>** and **<u>th</u>ábit** above.

Exercise 1 Match these words with their sound and their meaning given in the list below. The first one is done for you:

(a) اب **ab** *father* (b) آب (c) اثاث (d) باب

a<u>th</u>á<u>th</u>, **āb**, **bāb**; *door, furniture, August.*

Exercise 2 In Exercise 1, mark the **álifs** which are pronounced long, **ā**.

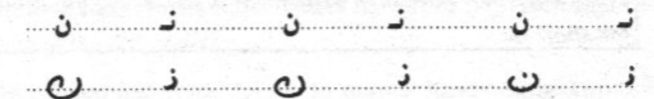
Exercise 3 Write the word باب **bāb** *door*. Why is the first **bā** written differently from the last one? And why isn't the whole word joined up?

The answers to these exercises follow paragraph 6 below.

5 ن نـ **nūn**

We write the sound **n** with the joined letter **nūn** (**n** as in English, long **ū** like *u* in English *truth*). This letter has a short form used at the beginning or in the middle of a word, and a full form used at the end of the word, or when the letter stands alone. The dot is an integral part of the letter. The short form differs from **bā** (paragraph 3 above) only in the position of the dot, while the full form starts just above the line of writing and swoops below it and up again. We can call it a 'deep' shape. In handwriting, the dot of full-form **nūn** often takes the form of a hook on the curve itself:

Write several examples of **nūn**, first as in print, i.e. with a dot on the full form; then with a hook on that form as in normal handwriting:..........←←



Now ***read and write*** more words with the five letters we know (from the right):..........←←

..........ابن **ibn** *son* ....بنت **bint** *daughter, girl*

.............انا انا **ána** *I* ....انت انت **ánta** *you*

..........بنات بنات **banát** *daughters* ....نبات نبات **nabát** *vegetation*

Always *write* your words, don't draw or trace them. Don't grip the pen tightly, and think ahead about what you are writing, so that you anticipate which form of the coming letters you are going to use.

6

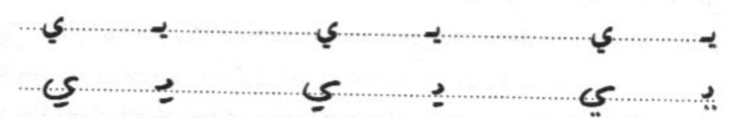
ي يـ **yā**

The 'joined' letter **yā** represents:

- at the beginning of a word: the consonant **y-** (like English *y* in *year*).
- in the middle of a word: either the consonant **-y-** (see above), or the long vowel **-ī-** (like *i* in English *machine*), or the vowel-combination **-ay-** (like *ay* in English *day*).
- at the end of a word: the long vowel **-ī** (see above).

The letter **yā** is *never* pronounced like the vowel-sound *y* in English *my*.

Like the **bā-tā-thā** group which we learned earlier, this letter has a shallow short form used at the beginning or in the middle of a word, and a full form at the end if the word, or when the letter stands alone. The short form is identical to **tā** except that its two dots are below; its full form has a deep shape and is quite different, swooping below the line and up again. Write **yā** several times, first with dots and then in the handwritten form, with a dash:..←←



More words. ***Read and write*** (remember that initial **yā** must be **y-**, middle **yā** can be **-y-**, **-ī-** or **-ay-**, while final **yā** is **-ī**):

..........بيت بيت **bayt** *house* ....بيتين بيتين **baytáyn** *two houses*

اثنين ithnáyn *two* بنايات binā̈yā́t *buildings*

بنتين bintáyn *two daughters/girls*

In their short forms, the letters بـ تـ ثـ نـ يـ are called 'toothed letters' - the form ـىـ is a 'tooth'.

When full-form ي is preceded by one or more toothed letters, there are special handwritten shapes, which you should always use even if they are not present in print:

tooth + final ي: بي

teeth + final ي: سي

Read and write:

ابي **ábī** *my father* بناتي **banā́tī** *my daughters*

ياباني **yābā́nī** *Japanese* بنتي **bíntī** *my daughter*

ابني **íbnī** *my son* بيتي **báytī** *my house*

(Remember to pronounce the stress on the vowel marked with an accent: **ábī**.)

Exercise 4 Match each of the following words with its sound and its meaning. The first one is done for you:

(a) بيت **bayt** *house* (b) بنتي (c) بنايات (d) ابني

binā̈yā́t, bíntī, íbnī; *buildings, my son, my daughter*.

Exercise 5 Write all the Arabic words you know which (a) begin with ا or آ, or (b) end in ي, or (c) have ن in them. Expressions with the additional meaning *my* or *two* do not count.

The answers to these exercises are given after this paragraph.

You will recall that ...يـ **yā** at the beginning of the word gives the sound **y-**. We also know that initial ...ا **álif** represents a short initial vowel. Note now that any word beginning with a *long* vowel or a vowel-*combination* in pronunciation must be introduced in writing by **álif**, which itself then has no sound. So initial **ī-** or **ay-** is written ...ايـ (the **álif**

being silent). ***Read and write:***

اين ...ايں... **áyna** *where*

Initial long vowel rule: *Any long vowel or vowel-combination beginning a word must be introduced by* **álif** *in writing; the* **álif** *itself is then not pronounced.*

Answers to Exercises

Exercise 1 (b) آب **āb** *August*; (c) اثاث **athāth** *furniture*; (d) باب **bāb** *door.*

Exercise 2 The words are are آب ,اثاث and باب. The other **álifs** are short, pronounced **a**.

Exercise 3 The letter ب ب **bā** has the long form at the end of the word, and the short form at the beginning or in the middle. And the word isn't joined up completely because it has to break after ا **álif** which is never joined to the next letter, i.e. it is a *disjoined* letter.

Exercise 4 (b) بنتي **bíntī** *my daughter* (c) بنايات **bināyát** *buildings* (d) ابني **íbnī** *my son.*

Exercise 5 The total list studied so far (in order of appearance) is:

(a) آب اب اثاث ابن انت انا اثنين اين (b) ياباني

(c) بنت ابن انت انا نبات بنات اثنين ياباني اين

If you got more than 12 out of the whole 18, you did well. If you scored below 9, it would be a good idea to re-read the unit and note what you missed.

Tests

1 Write the letters as a word. For example, (a) ب ي ت is بيت :

(a) ب ي ت (b) ب ي ت ي ن (c) ا ب ن ي

(d) ا ث ا ث ي (e) ن ب ا ت

2 Read aloud your handwritten answers to Test 1. For example, (a) is **bayt**.

3 Read aloud. For example, (a) is **banāt**:

(a) بنات (b) اثنين (c) ياباني
(d) اين (e) ابني

4 Write. For example, (a) is ابني :

(a) **ibnī** (b) **bintayn** (c) **binâyātī**
(d) **bābayn** (e) **ayna** (f) **a<u>th</u>ā<u>th</u>ī**

5 Read the words. What is the sound of each ا in each example? Explain why. For example, in (a) ابن **ibn** it is **i**, because here ا stands for the short vowel **i**:

(a) ابن (b) باب (c) آب
(d) نبات (e) اثنين

Review

In this unit we studied six letters (plus one variant), five of them extremely common. You learned

- that **álif** at the beginning or a word either stands for a *short* vowel (**a**, **i**, **u**) or introduces a *long* vowel **ī** or a *vowel-combination* **ay**,
- that **álif mádda** always represents long **ā**,
- the important difference between short and long vowels,
- that short vowels (**a**, **i**, **u**) in the middle or at the end of a word are not usually written, though final **álif** sometimes expresses short **-a**,
- the important difference between 'joined' and 'disjoined' letters,
- the difference between 'tall', 'shallow' and 'deep' written shapes,
- all the 'toothed' letters, including how to write final **yā** after a tooth and after teeth.

You have practised reading and writing joined letters (ب,ت,ث,ن,ي) in full and short forms, also taking account of tall, shallow and deep shapes.

You have read and written 22 different words out of many more which are now within your grasp.

There is a lot in this first unit; that is because with any fewer than these six letters you would get fewer than ten words, and who wants that? You have made your first encounter with this writing system which is totally different from that of any European language; don't be surprised or discouraged if it looks tough. Go back and read through the unit again, and pick up anything that baffled you the first time. Don't look for immediate perfection. Keep going; things will get clearer, and you will gain confidence, as we advance.

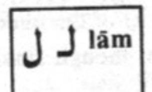
2

In this unit you will learn

- three more letters, also very common, with their pronunciation,
- words which you can read and write, using these letters,
- how to write doubled letters,
- how to express *the*.

Letters

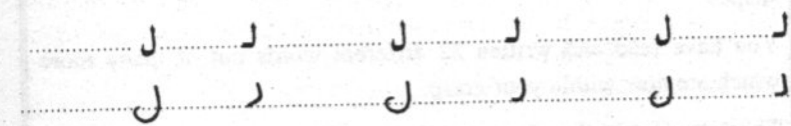
1



The letter called **lām** represents the sound *l*. Pronounce it *light*, as in English *leaf*, not *dark* as in *wall*. **lām** looks like a European handwritten *l* written in the opposite direction. **lām** is a joined* letter; the short and full forms are used exactly like those of any other joined letter, e.g. ب بـ **bā** which we already know. However, both forms of **lām** are tall*, while the full form is also deep*, with a swoop.

* Look again at Unit 1 for the meaning of these terms, if you are unsure.

Write this letter several times: short form tall, full form both tall and deep:



You might think that **álif** and the short form of **lām** get confused; in practice this is not so. **álif** is disjoined, **lām** is joined, and there is never confusion. Look, for example, at **<u>th</u>ālith** *'third'* below. Read and write:

لي ...... **lī** *to me, for me* — ثالث ...... **<u>th</u>ālith** *third*

لبنان ...... **lubnān** *Lebanon* — لبناني ...... **lubnānī** *Lebanese*

ابل ...... **íbil** *camels*

The combination **lām + álif** has special forms. In print and type, the **álif** is sloped and joins the **lām** at the latter's middle. In handwriting, we *break* the joint, and may either slope the **álif** or leave it upright. In both

cases, the **álif** is written *downwards*. Look at the following forms:

	handwriting	*print and type*
not following a joined letter	لا لا	لا
following a joined letter	ـلا ـلا	ـلا

Imitate one of the handwritten forms in each case.

Read and write (choose which form you prefer):

........ثلاث ثلاث **thaláth** *three* ....آلات آلات **ālát** *tools*

........لا لا **la** *no*

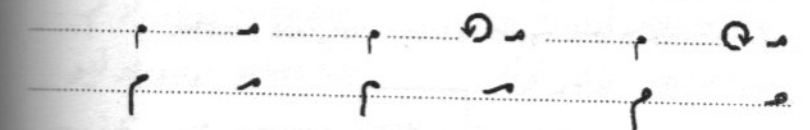
You will never see the form (لا) in correctly written Arabic, whether in handwriting or print.

The break in the connection of **lām-álif** in handwriting does not mean that the **lām** has suddenly become a disjoined letter; it is merely a peculiarity of handwritten style.

2 | مـ م **mīm** |

The sound **m** (as in English *me*) is written with the letter called **mīm**. This letter is joined. Its two forms are used exactly as are the two forms of the other joined letters. Its short form is shallow, while the full form is deep with a straight downward tail. The 'bead' of both forms rests on the line of writing.

When **mim** is not joined to a preceding letter (i.e. to its right), its bead can be written clockwise or anticlockwise. Write this letter several times:



Read and write (the bead can go either way round):

........من من **min** *from* ....امام امام **amām** *in front of*

But when joined to a preceding letter, the **mim** is approached from the

top, and written *anticlockwise* ↺. This gives us special combinations after certain letters, which may or may not be used in print, but which are *always* used in handwriting. Write the handwritten forms:

	handwriting		*print and type*	
tooth + **mīm**	م	ـمـ	نم	ـنمـ\نمـ
teeth + **mīm**	ـنم	ـنمـ	ننم	ننمـ
lām + mīm	لم	ـلمـ	لم	ـلمـ\لـ
mīm + mīm	مم	ـمـ	مم	ـممـ\مـ

Now *read and write:*

.... تمام **tamám** *perfect* .... نمل **naml** *ants*

.... الماني **almánī** *German* .... انتم **ántum** *you*

Exercise 1 Match these words with their sound and their meaning given in the list below. The first one is done for you:

(a) الماني **almánī** *German* (b) تمام (c) ثالث (d) ثلاث

thálith, thaláth, tamám; *perfect, third, three.*

Exercise 2 Complete the word with the right form of **lām-álif**:

(a) ثـ..ث (b) آ...ت (c) *no ...*

Exercise 3 The consul has got the nationalities mixed. Sort them out:

(a) الماني (b) ياباني (c) لبناني (d) ليبي

Japanese, Lebanese, Libyan, German; **almánī, líbī, yābánī, lubnánī**

(One of these words is new, but you can handle it.)

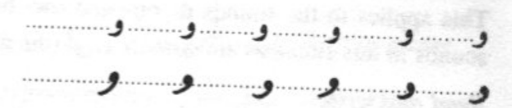
The answers to these exercises follow paragraph 5 below.

3

و **wow**

The letter called **wow** is deep and disjoined (you know what that means now). It has only one form, with a half-swoop downwards and along only, not up. Write it several times, starting with the ring written

clockwise ↻ and resting on the line of writing:



The letter **wow** represents the following sounds:

- at the beginning of a word: the consonant **w-** (like *w* in English *weak*).
- in the middle of a word: either the consonant **-w-** (see above), or the long vowel **-ū-** (like *u* in English *truth*), or the vowel-combinations **-ou-** (as in English *soul**) or **-ow-** (as in English *now*).
- at the end of a word: the long vowel **-ū** (see above) or, in a few words, **-ow** (see above).

The letter **wow** is *never* pronounced like *u* in English *union*.

* The pronounciation **ou** is not officially correct; the vowel-combination should sound **ow**. But in certain words even educated Arabs read it aloud as **ou** except in very formal circumstances. We shall show it as it sounds in ordinary reading aloud.

Look back to Unit 1, paragraph 6, the description of **yā**, very similar to the description given above for **wow**. Both letters are used to represent a consonant, or a long vowel, or a vowel-combination, in corresponding positions.

Read and write (remember that initial **wow** must be **w-**, middle **wow** can be **-w-**, **-ū-**, **-ou-** or **-ow-**, and final **wow** is **-ū-** or, less often, **-ow-**):

ثانوي ثانوي	**thānawī** *secondary*	و	**wa** *and*
يوم يوم	**youm** *day*	لون لون	**loun** *colour*
يوليو يوليو	**yūliyū** *July*	يونيو يونيو	**yūniyū** *June*
ممنون ممنون	**mamnūn** *grateful*	بيوت بيوت	**buyūt** *houses*
مايو مايو	**māyū** *May*	تمويل تمويل	**tamwīl** *financing*

Also back in Unit 1, paragraph 6, we recorded the fact that any word beginning with a *long* vowel or a vowel-*combination* in pronunciation

must be introduced in writing by **álif**, which itself then has no sound. This applies to the sounds **ū-**, **ou-** and **ow-** beginning a word: all these sounds in this situation are written **...او** (the **alif** being silent).

Read and write:

......او..او **ow** *or*

4 Doubled Letters

When we have two identical letters separated by a vowel (long or short), then we write both letters: in the word **ممنون** *grateful* (shown above) we have two examples: (**m** + *short vowel* + **m**) and (**n** + *long vowel* + **n**). Whether the vowel is short and unwritten or long and written makes no difference; there is a vowel, and the two identical letters are shown.

But when we have a *doubled letter*, i.e. two identical letters with *no* intervening vowel, we write only one letter. ***Read and write:***

......ممثل ممثل **mumáththil** *representative* ......اول اول **áwwal** *first*

Doubled Letter Rule. *Letters which are sounded double (i.e. with no intervening vowel) are written single.*

Although we write the doubled letter single, it is most important to *pronounce* it doubled, i.e. *hold* it for longer than normal. Imagine saying *butter* as *but-ter*. The two words shown above then sound as if they were transcribed **áw-wal** and **mumáth-thil**. This is the correct pronunciation.

Think of the double *-nn-* in *innumerable*. If you know Italian, you have no problem; think of the double *-tt-* in *città*.

There is a way of showing doubled letters in script. It is the sign called

ّ **shádda**

This sign, which is not a letter of the alphabet, can be written above any letter to show that it is doubled. I say 'can be' as it is often left out; but since **shádda** is so useful we shall use it for the rest of this book. You should always write it where appropriate.

Read and write, distinguishing single letters from doubled:

.... لمّا **lámma** *when* .... لمن **li-man** *whose*

.... ممثّل **mumáththil** *representative* .... مثل **mithl** *like*

.... تلال **tilál** *hills* .... تلّ **tall** *hill*

Exercise 4 Put **shadda** wherever appropriate, and pronounce the word. The first one is done:

(a) ممثّل **mumáththil** (b) تمويل (c) اول (d) ممنون

Give the meaning of each word. The first is *representative*.

The answers to this exercise follow paragraph 5 below.

5 Definite Article - *The*

The important word *the* is called the *definite article*, or more simply the *article*. We use it before a *noun* (i.e. a word denoting a person, place, thing or idea). In Arabic, it takes the form ..الـ **al-**, which is always attached to the word which it 'defines', i.e. makes definite. We show it with a hyphen; you should pronounce the whole thing as one word.

Read and write:

.... البيت **al-bayt** *the house*

.... البنات **al-banát** *the daughters*

The article is used in Arabic more often than is *the* in English; it is especially common with geographical terms, and with words used in a general or universal meaning.

Read and write these examples:

.... اليابان **al-yābán** *('the') Japan*

.... الموت **al-mowt** *('the') death* (i.e. in general)

al- is its normal pronunciation. But when the defined word begins with a sound pronounced with the tip or near-tip of the tongue, the **l** merges with (the technical term is 'assimilates to') that sound, producing a

doubled sound. The spelling stays the same. Look carefully first at the spelling and pronunciation of the following expressions, then ***read and write*** them. We show the doubled letter with **shádda**:

.... التّل **at-tall** (not ***al-***...) *the hill*

.... التّلال **at-tilál** *the hills*

.... النّيل **an-nīl** *the Nile*

.... الثّالث **ath-thálith** *the third one*

.... اللون* **al-loun** *the colour*

.... اللبناني* **al-lubnánī** *the Lebanese (person)*

There are fourteen letters which have this effect on the **l** of the article. So far we have learned four of them: ت , ث , ن and ل . The fourteen letters concerned are called by the Arabs 'sun letters'. We shall point out the remaining ten sun letters as we meet them. The important thing to remember is that in such words we pronounce as double the first letter of the defined word, dropping the **l** of the article in pronunciation but not in spelling.

* Two letters **l** written together, even though there is no intervening vowel. This is an exception to the rule about doubled letters.

You will also have noticed that the article الـ.. never affects the stress of the word, and never takes the stress itself.

One final note: the الـ.. of الماني *German* is not the article; it is part of the word itself. We learn in Unit 3 how to add the article to a word like this.

Exercise 5 Make each word definite with the article. Write your answer, then match it with the transcription and the meaning. The first one is done:

(a) بيت → البيت **al-bayt** *the house* (b) ممثّل (c) تمويل (d) نبات

an-nabát, at-tamwīl, al-mumáththil; *(the) financing, the representative, the vegetation.*

Exercise 6 In your answers to Exercise 5, underline the articles whose l assimilates to a sun letter at the beginning of the defined word.

Exercise 7 Why are ا, ب, ي, م and و so-called 'moon' letters, i.e. not sun letters? (Pronounce them, and you will see - or rather, feel - why.)

The answers to these exercises are immediately below.

Answers to Exercises

Exercise 1 (b) تمام **tamấm** *perfect* (c) ثالث **<u>th</u>ấli<u>th</u>** *third* (d) ثلاث **<u>th</u>alấ<u>th</u>** *three*

Exercise 2 (a) ثلاث (b) آلات (c) لا

Exercise 3 (a) الماني **almấnī** *German* (b) ياباني **yābấnī** *Japanese* (c) لبناني **lubnấnī** *Lebanese* (d) ليبي **lī́bī** *Libyan*

Exercise 4 (a) ممثّل **mumá<u>thth</u>il** *representative* (b) تمويل **tamwī́l** *financing,* (c) اوّل **áwwal** *first,* (d) ممنون **mamnū́n** *grateful*

Exercise 5 (b) الممثّل **al-mumá<u>thth</u>il** *the representative* (b) التمويل **at-tamwī́l** *(the) financing* (d) النّبات **an-nabất** *the vegetation*

Exercise 6 (c) <u>ال</u>تّمويل (d) <u>ال</u>نّبات

Exercise 7 Because they are not pronounced with the tip or near-tip of the tongue.

Tests

1 Write the letters as a word. For example, (a) ال ن ي ل is النّيل :

(a) ال ن ي ل (b) ال ت م و ي ل (c) ا و و ل
(d) ال م ا ن ي (e) م م ن و ن

2 Read aloud your handwritten answers to Test 1. For example, (a) is **an-nīl.**

3 Read aloud. For example, (a) is **lubnấnī**:

(a) لبناني (b) اوّل (c) الثالث
(d) ممنون (e) النمل

4 Write. For example, (a) is الليبي :

(a) **al-líbī** (b) **mumaththiláyn** (c) **at-tamwíl**
(d) **an-nīláyn*** (e) **ow** (f) **al-yābánī**
(* i.e. two, the Blue and the White. They meet at Khartoum.)

5 In the following list, the words ابن\البنات\اب form a group as they all denote family relationships. Assemble the other logical groups, and say why their words belong together:

ابن، الماني، الثالث، البنات، يونيو، البيوت، اب، اول، ياباني، لبناني، يوليو، البنايات، اثنين، ثلاث، آب، ليبي، مايو.

Review

In this Unit we studied three common letters and one special sign called **shádda**. You learned also

- how to read and write the special forms of **lām-álif**,
- how to join the letter **mīm**,
- how to write doubled letters,
- how to express the article *the*, and how to pronounce it,

You have had more practice with tall, shallow and deep shapes.

Hopefully you have also become a little more fluent in reading and writing, and you probably now find writing 'the other way round' less strange.

3

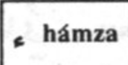
In this unit you will learn

- a very important non-alphabetical sign,
- more about the article *the*,
- three more letters, plus one variant, with their pronunciation,
- more words,
- how to make 'feminine' words.

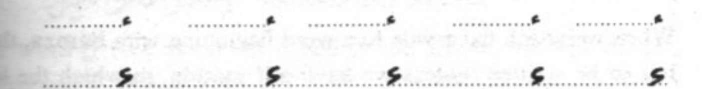
hámza

1 Listen to someone say emphatically: 'absolutely awful'. You will hear a catch of the breath before each of the *a*'s. We could represent it with an apostrophe: *'absolutely 'awful.*

This is called a 'glottal stop', the glottis being that part of the throat which stops or releases breath when we speak. The stop is written in Arabic with a non-alphabetical sign called **hámza**:



hámza is never joined to anything. Write it several times:



Its form is simple enough, but it is used in many ways. You will see it in the following guises:

- above or below **álif**: أ إ,
- above wow, or **yā** *without its dots*: ؤ ئـ ئ,
- standing alone, on or near the line of writing: ء .

Whole chapters have been written about the correct writing of **hámza**. For our purposes, it is sufficient if we learn to pronounce the glottal stop whenever we see the sign ء. We transcribe it with an apostrophe: *'*.

Many Arabic words apparently beginning with a vowel, such as **ab**, in

fact begin with a glottal stop. The writing often marks it with **hámza**, but it is equally often ignored.

For clarity, from now on in this book we shall show initial **hámza** on the Arabic of all words which have it, thus: أب . We shall continue to transcribe without the apostrophe.

You should continue to write without initial **hámza**; that is always acceptable.

In the middle or at the end of a word, however, the **hámza** is always written, and you should write it, too.

One last point: آ **álif mádda** is deemed to have an 'in-built' **hámza**, so while the stop is pronounced, no 'further' **hámza** is written.

Read and write:

أنباء **anbā'** *news (items)* .... نبأ **nába'** *news item*

نائم **ná'im** *asleep* .... الآن **'al-'ān** *now*

تنبؤ **tanábbu'** *forecast* .... ثنائي **thunā'ī** *double*

Definite Article (continued)

2 In Unit 2 we learned the article ...الـ : النيل, البيت .

When we attach the article to a word beginning with **hámza**, the **hámza** has to be written (unless we have **álif mádda**, in which the **hámza** is already present). We can leave out the **hámza** at the beginning of a word, but not once an article is added, since the **hámza** is now in the middle of the word. The article itself has no **hámza**.

Read and write:

.... الأب **al-'ab** *the father* .... أب *father*

.... الإبل **al-'ibil** *the camels* .... إبل *camels*

.... الأنباء **al-'anbā'** *the news items* .... أنباء *news items*

.... الآلات **al-'ālāt** *the tools* .... آلات *tools*

Some words begin with vowels which are deemed to have no stop, i.e. no **hámza**. ***Read and write*** the two already known to us:

.... الابن **al-ibn** *the son* .... ابن *son*

.... الاثنين **al-ithnayn** *the two* .... اثنين *two*

Words of one letter

3 A few important words consist of one letter. ***Read and write:***

... ل **li** *to, for* .... ب **bi** *with, by, in* .... و **wa** *and*

It is a rule that one-letter words are written as part of the next word, e.g.:

.... لبنات **li-banāt** *for girls* .... وأنا **wa-'ána** *and I*

which we transcribe with a hyphen for clarity. The article ...ال itself does not begin with a **hámza** but with a so-called 'weak' vowel, that is, a vowel which is dropped when another vowel precedes it. This happens when a one-letter word is added to the article.

Read and write:

.... باليابان **bi-l-yāban** (not ***bi-al-***) *in Japan*

.... والنيل **wa-n-nīl** *and the Nile*

When the word ل (see above) is added to the article, the **álif** of the article is dropped in writing too:

.... للبنات **li-l-banāt** *to/for (the) girls*

.... للتمويل **li-t-tamwīl** *for (the) financing*

We do not, however, write more than two consecutive identical letters, even when the expression seems to demand more. Read and write:

.... للبناني **li-l-lubnānī** *for the Lebanese (man)*

Exercise 1 Write these words with the definite article, and pronounce them:

(a) الماني (b) إبل (c) أنباء (d) أب (e) أول

Fit the meanings to your answers: *the first, the news, the camels, the German, the father.*

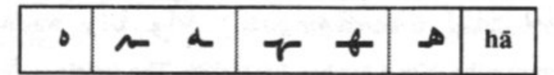
Exercise 2 Add لِ to your answers to Exercise 1 in writing. Give the meaning. Then fit the pronunciation to your answers:

li-l-'anbā́', li-l-'ab, li-l-'almā́nī, li-l-'áwwal, li-l-'ibil.

The answers to these exercises follow paragraph 6 below.

Letters

4



By far the most complicated letter in this alphabet, **hā** represents the sound *h* (as in English *he*). The **h** is sounded wherever you see the letter, even at the end of a word, unlike English. **hā** is a joined letter, shallow except in one case, with several possible forms:

- هـ at the beginning of a word or after a disjoined letter,
- *ـهـ or ـهـ in the middle of a word after a joined letter,
- ـه or *ـه at the end of a word after a joined letter,
- ه at the end of a word after a disjoined letter, or when standing alone.

* The middle form ـهـ is little used in handwriting, and the final form ـه is not used in print or typing.

Let us take this letter in stages. Everything rests on the line of writing except for the downward tick of ـهـ. Write first several initial letters **hā**:



Now the handwritten middle form:



Then the two final forms, both used in handwriting:

........ـه ....ـہ ....ـه ....ـہ ....ـه

........ـہ ....ـہ ....ـه ....ـہ ....ـه

And finally the 'isolated' form:

........ه ....ه ....ه ....ه ....ه

........ه ....ه ....ه ....ه ....ه

Now read and write:

هي **híya** *she* .... هو **húwa** *he*

هامّ **hāmm** *important* .... هم **hum** *they*

اهتمام **ihtimám** *attention* .... نهائي **nihá'ī** *final*

تنبيه **tanbīh** *warning* .... انتباه **intibáh** *caution*

.... تمهّل **tamáhhal** *SLOW DOWN (road sign)*

One important word with **hā** is spelt irregularly. Note: الله **allāh** *God*.

5

ة ـة ـة **tā marbūṭa**

This one is a 'curiosity'. It is not an alphabetical letter, but final **hā** with the two dots of **tā**, and it is called **tā marbūṭa***, which means 'bound **t**'. It is found only at the end of words, and is commonly used to make certain words 'feminine'. After a consonant, it has the sound -a; combined with ـي ī it gives the combination ...ـية -íya. In handwriting the dots of ة are frequently left off; in print, never.

*The name of this letter itself contains a letter (ṭ) which we have not yet studied. No panic. We shall learn it properly the next time it occurs.

Read and write, comparing the 'masculine' ('m.') and 'feminine' ('f.') forms of words known to you:

grateful: .... ممنون (m., of a man or boy)

.... ممنونة mamnūna (f., of a woman or girl)

important: .... هامّة hámma (f.) .... هامّ (m.)

third: .... ثالثة thālitha (f.) .... ثالث (m.)

Japanese: .... يابانية yābānīya (f.) .... ياباني (m.)

German: .... ألمانية almānīya (f.) .... ألماني (m.)

Lebanese: .... لبنانية lubnānīya (f.) .... لبناني (m.)

The ending -ī́ya carries the stress of the word, as shown.

Exercise 3 Match these words with their sound and their meaning given in the list below. The first one is done for you:

(a) ثنائي thunaʼī *double* (b) ممنونة (c) ليبية (d) اهتمام

mamnūna, ihtimám, lībīya; *attention, grateful, Libyan.*

Exercise 4 Complete the word with the right handwritten form of **hā**:

(a) نـ..ائي (b) ...و (c) انتبا... (d) ...امّ (e) ...سي

Read your answers aloud.

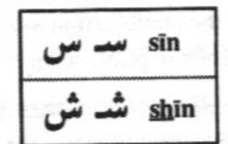
Exercise 5 Feminine (f.) or masculine (m.)?:

(a) ألماني (b) ممنونة (c) هي (d) هامّ (e) لبنانية

Read each word aloud.

The answers to these exercises follow paragraph 6 below.

6

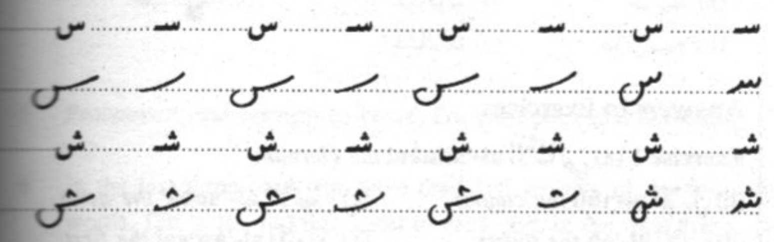


The letters called **sīn** and **shīn** represent the sounds *s* (as in English *see*) and *sh* (as in English *she*) respectively. These are joined letters; the short and full forms are used like the short and full forms of ب . Short-form **sīn** and **shīn** are shallow and rest on the line of writing. The full form has a

deep swoop. The two letters differ only in the dots, which are always situated as shown.

Despite appearances, these are not toothed letters (Unit 1, paragraph 6). In handwriting, we usually 'iron out' the indentations of these letters into a shallow curve, thus:

Write several examples of each letter, first with indentations and printed dots, then with a curve and the dots run together into a circumflex (see Unit 1, paragraph 3):



sīn and <u>sh</u>īn are sun letters, so the ل of the article assimilates: as-, a<u>sh</u>-.

Read and write:

السَّنة **as-sana** *the year* .... سنة **sana** *year*

الاسم **al-ism** *the name* .... اسم **ism** *name*

الأساس **al-'asās** *the basis* أساس **asās** *basis*

شاي **<u>sh</u>āy** *tea* .... شيء **<u>sh</u>ay'** *thing*

الشمس **a<u>sh</u>-<u>sh</u>ams** *the sun* شمس **<u>sh</u>ams** *sun*

شمالي **<u>sh</u>imālī** *northern* شمال **<u>sh</u>imāl** *north*

سؤال **su'āl** *question* مسؤول **mas'ūl** *responsible*

.... تأسيس **ta'sīs** *foundation* (the action)

.... التأسيس **at-ta'sīs** *the foundation*

.... ملابس **malābis** *clothes*

Exercise 6 Read aloud the following signs and announcements:



(c)

انتباه!
(b)

بيت بالأثاث
(a)



(d)

What do they mean?
The answers to this exercise are immediately below.

Answers to Exercises

Exercise 1 (a) **الألماني al-'almánī** *the German*
(b) **الإبل al-'íbil** *the camels* (c) **الأنباء al-'anbá'** *the news*
(d) **الأب al-'ab** *the father* (e) **الأوّل al-'áwwal** *the first*

Exercise 2 (a) **للألماني li-l-'almánī** *for the German*
(b) **للإبل li-l-'íbil** *for the camels* (c) **للأنباء li-l-'anbá'** *for the news*
(d) **للأب li-l-'ab** *for the father* (e) **للأوّل li-l-'áwwal** *for the first*

Exercise 3 (b) **mamnúna** *grateful* (c) **lībíya** *Libyan*
(d) **ihtimám** *attention*

Exercise 4 (a) **نهائي nihá'ī** (b) **هو húwa** (c) **انتباه intibāh**
(d) **هامّ hāmm** (e) **هي híya**

Exercise 5 (a) **almánī** m. (b) **mamnúna** f. (c) **híya** f. (d) **hāmm** m.
(e) **lubnāníya** f.

Exercise 6 (a) **bayt bi-l-'athá̲th̲** *House with Furniture*
(b) **intibáh!** *CAUTION!* (c) **malábis li-l-banát** *Clothes for Girls*
(d) **tamáhhal** *SLOW DOWN*

Tests

1 Write the letters as a word. For example, (a) ش م س is شمس :

(a) ش م س (b) ال ا س م (c) ال م م ث ث ل
(d) أ ن ب ا ء (e) ث ن ا ء ي

2 Read aloud your handwritten answers to Test 1. For example, (a) is <u>**sh**</u>**ams.**

3 Read aloud. For example, (a) is **al-ihtimám**:

(a) الاهتمام (b) اللبنانية (c) الألمانية
(d) بالأول (e) بالثالثة

4 Put into the masculine form. For example, (a) is ممنون :

(a) ممنونة (b) يابانية (c) اللبنانية
(d) مسؤولة (e) للثالثة

5 Pronounce your answers to Test 4. For example, (a) is **mamnún**.

6 In the last three units you have read and written all the following words. Fill in the missing letter in each one, in the right form. The first is ـنـ , making لبنانية:

(a) لبـ..انية (b) ا...تمام (c) الملابـ..
(d) البـ..وت (e) ثانـ..ـي

If you have difficulty, you will find word (a) in paragraph 5 above, (b) in paragraph 4 above, (c) in paragraph 6 above (without its article), and (d) and (e) in Unit 2, paragraph 3.

Review

In this unit we studied three common letters, one variant, and the important sign called **hámza**. We also finished the article **al-** and its variants; you can now make definite any noun you know.

In this unit you also learned about feminine words and one-letter words. Your vocabulary now begins to expand spontaneously.

Finally, you have read four signs with authentic Arabic wording, using your knowledge under 'field' conditions.

4

In this unit you will learn

- six more letters, all of them sun letters,
- about 'dark' sounds,
- how to make common 'relative' words.

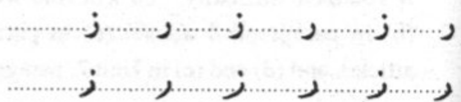
Letters

1

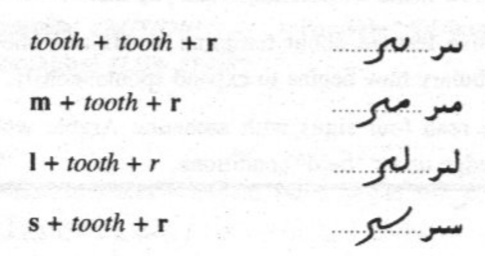


The letters called **rā** and **zayy** represent respectively *r* (which is always *rolled*, wherever it occurs) and *z* as in English *zoo*. These are *sun* letters, and are *disjoined*. The only difference in their appearance is the dot on **zayy**.

They are deep letters, written just like و **wow**, but without the ring, i.e. they start just above or at the line of writing, and make a half-swoop down and a little leftwards, but not up again. Write several:



These letters are joined to the previous letter in the normal way, except that, in handwriting, when they follow a tooth which is itself preceded by a letter, they have a special connection. Write the handwritten forms for **rā** (**zayy** is exactly the same, with a dot), paying special attention to the connection:



tooth + *tooth* + **r**

m + *tooth* + **r**

l + *tooth* + *r*

s + *tooth* + **r**

The short vowel **a** and the long vowel **ā**, when next to **rā**, are almost always 'darkened' in sound; the **a** sounds more like *u* in Southern English *but*, and the **ā** sounds more like the *a* of English *calm*. You will certainly notice it when you hear Arabs speak. Imitate it if you can; it is however not wrong or unintelligible if you don't.

In the list given below, 'dark' a and ā are shown as ạ and ạ̄, to help you.

Read and write:

مسرور **masrūr** *pleased* .... مرور **murūr** *traffic*

.... متر **mitr** *metre* .... مرّة **mạrrạ** *a time*

.... ليرة **līrạ** *lira* .... لتر **litr** *litre*

الرّيال **ạr-riyāl** .... ريال **riyāl** *rial, riyal*

الرّئيس **ạr-rạʾīs** .... رئيس **rạʾīs** *chairman**

الزّيارة **az-ziyạ̄rạ** .... زيارة **ziyạ̄rạ** *visit*

.... شهر **shahr** *month* .... إيران **īrạ̄n** *Iran*

.... سيّارة **sayyạ̄rạ** *car* .... وزارة **wizạ̄rạ** *ministry*

* also *chief, president, head* (person)

2

د	**dāl**
ذ	**<u>dh</u>āl**

These two letters, called **dāl** and **<u>dh</u>āl**, represent respectively *d* as in English *day* and hard *th* as in English *that*. Don't confuse this last sound with the soft *th* of ث **<u>th</u>ā** (*think*), for which see Unit 1, paragraph 3.

These are both sun letters, and are disjoined. The only difference in their appearance is the dot on **<u>dh</u>āl**.

At first it seems they might be confused with **rā** and **zayy**. But there are important differences: ذ د are shallow, resting on the line of writing, and

are always joined at the 'elbow'; ز ر are deep, and always joined at the head. Write several examples of **dāl** and **<u>dh</u>āl**:

د .... ذ .... د .... ذ .... د .... ذ

د .... ذ .... د .... ذ .... د .... ذ

Read and write:

.... الإدارة **al-'idára** .... إدارة **idára** *administration*

.... الدّراسة **ad-dirása** .... دراسة **dirása** *study*

.... الدائرة **ad-dá'ira** .... دائرة **dá'ira** *directorate*

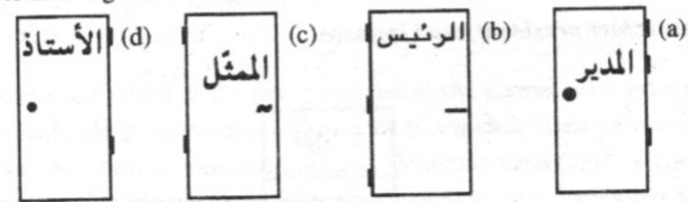
.... مدير **mudír** *director* .... مدرسة **mádrasa** *school*

.... الأستاذ **al-'ustá<u>dh</u>** .... أستاذ **ustá<u>dh</u>** *professor*

.... الابتداء **al-ibtidá'** .... ابتداء **ibtidá'** *beginning*

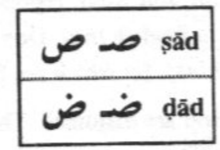
.... سيّدة **sayyida** *lady; Mrs.* .... سيّد **sayyid** *gentleman; Mr*

Exercise 1 Whose are these office doors? Read out their titles in Arabic and English:



The answers to this exercise follow paragraph 4 below.

3



Dark sounds

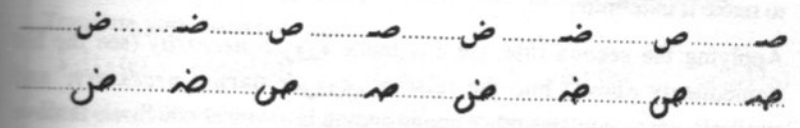
These two letters represent 'dark' sounds.

Think of the familiar sound *s*, represented by س **sīn** (Unit 3). In pronouncing it, the tongue is high, following the curve of the palate. Now say *s* again, but this time dropping your tongue as low as possible, making a cavity at the bottom of the mouth. The *s* which you pronounce in this manner is 'dark'. It is **ṣ**, which is the sound of the letter **ṣād**.

Similarly, **ḍ** is a *d* said with low tongue, forming a cavity. It is the dark equivalent of the more familiar **d** of د **dāl** (paragraph 2 above).

An immortal Australian writer once said his countrymen enjoy 'sin in the sun'. Think of the two *s*'s in this phrase, and the idea of light and dark letters seems less strange.

So much for the sounds. As to the shapes, **ṣād** and **ḍād** are both written identically except for the dot. They are joined, sun letters. The short form is shallow, resting on the line. Also, immediately after the loop it has a built-in tooth, which is never left out. The full form is deep, with a swoop. Write several:



Because of the tooth of short-form **ṣād/ḍād**, there are special connections in handwriting for **ṣ/ḍ + m** and **ṣ/ḍ + r**. Write the combinations (with **ṣ**; those with **ḍ** are identical in outline):

ṣ + m: .... صم .... **ṣ + r**: .... صر

In pronunciation, these letters 'darken' any adjacent **a** or **ā** just as ر **rā** does (paragraph 1 above). In the list below, dark **a** and **ā** are identified with a dot. ***Read and write:***

.... الصّوت **aṣ-ṣowt** .... صوت **ṣowt** *voice*

.... باص **bāṣ** *bus* .... وصول **wuṣūl** *arrival*

.... ضرورة **ḍarūrạ** *necessity* .... مصر **miṣr** Egypt

.... إضراب **iḍrāb** *strike* .... مريض **mạrīḍ** *sick* (m.)

Relatives

4 You will have noticed a connection between such words as لبنان *Lebanon* and لبناني *Lebanese.*

The first word of the pair is a *noun*, i.e. a word denoting a person, place, thing or idea (in this case, a place). The second word is either another noun or an *adjective*, i.e. a word describing a noun. We call this kind of word a 'relative'. In English we have many ways of making relatives, but Arabic uses mostly one device, i.e. adding ـي... to the base noun.

There are two simple rules for adding the relative ending ـي...:

- the base noun must be in its indefinite form,
- the ending can be added only to a consonant, so we must remove any final vowel (usually a final ا **álif** or a ة **tā marbūṭa**) from the base noun.

Applying the first rule, we can derive the relative ياباني *Japanese* from اليابان *Japan*, taking care first to remove the article from the base noun, to make it indefinite.

Applying the second rule, we can make ضرورة *necessity* (see the list immediately above) into the relative ضروري **ḍarūrī** *necessary;* and similarly with countless other nouns ending in a vowel which we remove before adding the relative ending.

Read and write these nouns, most of which you know, and their relatives:

.... المانى .... ألماني .... الألمانيا الألمانيا **al-'almâniya** *Germany*

.... ليبي .... ليبي .... ليبيا * ليبيا **lîbiya** *Libya*

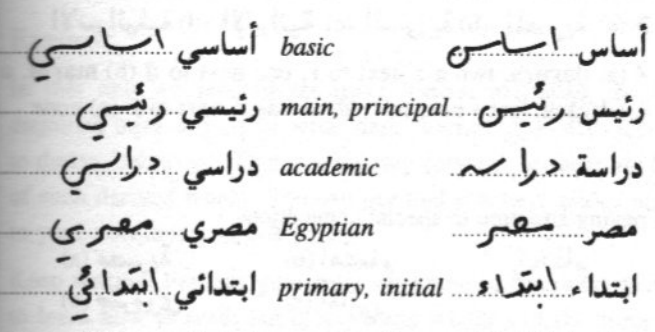
.... لبناني لبناني .... لبنان لبنان

.... ياباني ياباني .... اليابان اليابان

.... سوري .... سوري **sûrī** .... سوريا سوريا **sûriya** *Syria*

.... ايراني إيراني *Iranian* .... ايران إيران

.... ضروري ضروري .... ضروره ضرورة



These relatives are in their masculine form, and indefinite. We know from earlier in this book that we can make such words definite (الياباني), or feminine (يابانية), or definite feminine (اليابانية).

* ليبيا is probably the only word of more than one letter in the Arabic language that reads the same backwards as forwards. Try it.

Exercise 2 Make the masculine relative from each of these nouns. Translate your answers:

(a) أساس (b) مصر (c) إدارة (d) ابتداء (e) وزارة

Exercise 3 Make these relatives definite feminine:

(a) مصري (b) سوري (c) إيراني (d) إسرائيلي*

* isrā'īlī in the masculine. Guess its meaning.

Exercise 4 Transcribe these words, marking with a dot the dark a's and ā's. Why are they dark?

(a) ضرورة (b) مريض (c) دراسة (d) الباص (e) ملابس

The answers to these exercises are immediately below.

Answers to Exercises

Exercise 1 (a) **al-mudīr** *Director* (b) **ar-ra'īs** *Chairman* (c) **al-mumáththil** *Representative* (d) **al-'ustādh** *Professor*

Exercise 2 (a) أساسي *basic* (b) مصري *Egyptian* (c) إداري *administrative* (d) ابتدائي *primary, initial* (e) وزاري *ministerial*

Exercise 3 (a) المصرية (b) السورية (c) الإيرانية (d) الإسرائيلية

Exercise 4 (a) **ḍarúrạ**, two a's next to **r**, one next to **ḍ** (b) **mạrīḍ**, a next to **r** (c) **dirạ́sa**, first a next to **r** (d) **al-bạṣ**, ā next to **ṣ** (e) none

Tests

1 Write, paying attention to special connections:

(a) مصرية (b) اهتمام (c) تمام
(d) ضروري (e) ألماني

2 Read aloud your handwritten answers to Test 1.

3 Read aloud:

(a) الإيرانية (b) مريض (c) للسورية
(d) ابتدائي (e) بالألمانيا

4 Give the base word from which the relative is derived. Translate the base word and the relative:

(a) أساسي (b) دراسي (c) إداري
(d) لليبية (e) الإسرائيلية

5 Pronounce your answers to Test 4. For example, (a) is **asás**.

6 Fill in the missing letter in each word:

(a) الـ..صرية (b) إد...رة (c) مد...ر
(d) الشـ..ء (e) مريـ..ة

Review

In this unit we studied six more letters, including the last four disjoined ones and a pair with 'dark' sounds. You also learned how to derive 'relatives'. This is a big step forward, as there are hundreds of such derived words. You can say that you have added about 10% to your vocabulary at one stroke.

Keep writing. Perhaps your main objective in following this book is to learn how to read; but it is writing which will fix things in your memory.

We have done most of the alphabetical section of this book. There are ten letters to go, all of them in groups or pairs like most of the others; and three more 'curiosities'.

You will have noticed that, because some letters have alternative forms or special connections, you have to think ahead as you write. That gets easier when you begin to see the whole word in your mind; and that comes with practice.

5

In this unit you will learn

- seven more letters, with their pronunciation,
- when and how to join these letters,
- words which you can read and write using the seven letters,
- more about *stress*.

Letters

1

ج جـ	**jīm**
ح حـ	**ḥā**
خ خـ	**khā**

A family of joined letters, each with a short and full form used exactly like those of ب . The only difference between these three is the dot.

ج **jīm** sounds like *j* in English *jam* in most Arab countries. In Egypt it sounds like hard *g* in English *go*. We use the sound *j* in this book.

ح **ḥā** is a heavy *h*; it is the sound made when we breathe on glass to clean it. To an Arab it sounds quite distinct from ه **hā**, which we learned in Unit 3. Try to make the distinction yourself.

خ **khā** represents the sound of *ch* in Scottish *loch* or Welsh *bach*.

The short forms are shallow, resting on the line of writing. The full forms are deep, with a *reverse* half-swoop ح, the head still resting on the line.

Read and write a line of each letter, starting at its top left-hand corner:

جـ ج جـ ج جـ ج

جـ ج جـ ج جـ ج

حـ ح حـ ح حـ ح

حـ ح حـ ح حـ ح

خـ خ خـ خ خـ خ

خـ خ خـ خ خـ خ

An a or ā next to خ is often (not always) pronounced dark. Imitate what you hear. Don't be confused by the transcription of ح ḥā; it is *not* a dark letter. We transcribe it in this manner merely to distinguish it from ه hā.

Read and write a few new words:

جنوبي........جنوبي **janūbī** *southern* ....جنوب جنوب **janūb** *south*

دخول........دخول **dukhūl** *entry** ....خروج خروج **khurūj** *exit**

* the *action*. The *place* is **mákhraj** or **mádkhal**, see below.

When one of these letters is joined to a previous joined letter in print, the connection is often at the right-hand corner of the ج etc.; in handwriting we make the connection at the beginning of the outline, i.e. the left-hand corner. Compare print with handwriting below (for ج only; the others go the same way); practise the handwritten forms:

	handwriting	*print*
tooth + j	........بج........بجـ	بج بجـ\ـبجـ
teeth + j	........سج........سجـ	سج سجـ
l + j	........لج........لجـ	لج لجـ\لجـ
m + j	........مج........مجـ	مج مجـ
s + j	........سج........سجـ	سج سجـ

(and so on, with other preceding joined letters)

Read and write:

لجنة........لجنة **lájna** *committee* ....احتجاج احتجاج **iḥtijāj** *objection*

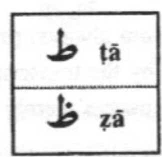
أجنبي........أجنبي **ájnabī** *foreign* ....إنتاج إنتاج **intáj** *production*

مدخل........مدخل **mád<u>kh</u>al** *entrance* ....مخرج مخرج **má<u>kh</u>raj** *exit*

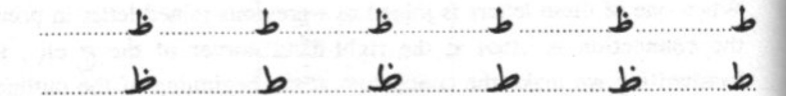
انتخاب........انتخاب **inti<u>kh</u>áb** *election* ....أخبار أخبار **a<u>kh</u>bār** *news*

........خاصّ خاصّ **<u>kh</u>āṣṣ** *private, special, particular*

2



The letters called ṭā and ẓā are joined letters, yet they have only one form each. It is tall, and always rests on the line. Despite the similarity with ص (Unit 4, paragraph 3), the loop of these letters has no tooth-like projection after it, as does ص. Write a line of these letters, first the loop, then the upright:



These are sun letters with dark sounds. Just as ص is the dark equivalent (tongue low, with cavity) of س , so ط is the dark equivalent of ت , and ظ is the dark equivalent of ز . We transcribe ط with ṭ, and ظ with ẓ. As you might guess, any neighbouring a or ā is darkened. In the list given below, we dot these two vowels for clarity. ***Read and write:***

.... مطار **maṭạ̄r** *airport* .... طائرة **ṭạ̄'irạ** *aeroplane*

.... وطني **wạ́ṭạnī** *national* .... وطن **wạ́ṭạn** *nation*

.... خطّ **khaṭṭ** *line* .... شرطة **shúrṭạ** *police*

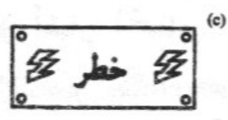
إيطاليا **īṭạ̄liya** *Italy* بريطانيا **bạrīṭạ̄niya** *Britain*

.... خطر **khạ́ṭạr** *danger*, **khạ́ṭir** *dangerous*

.... تنظيم **tanẓīm** *organisation* (the activity)

.... منظّمة **munạ́ẓẓạma** *organisation* (the body)

Exercise 1 Read the following signs:



(c)



(b)



(a)

Exercise 2 Fill in the missing letter:

(a) إ...تاج (b) و...ني (c) انتـ..اب (d) ابتـ..ائي (e) منـ..مة

Exercise 3 List at least twelve nouns beginning with a sun letter, and at least twelve nouns beginning with another (i.e. a 'moon') letter. Make them all definite with the article. Read your answers aloud, and translate them.

Exercise 4 Write, in the masculine singular, all the words you can remember denoting a nationality. Now write all the words you can remember denoting a profession or function. Read everything aloud and translate.

The answers to Exercises 1 and 2 follow paragraph 4.

3

ع	ـع	ـعـ	عـ	**9ayn**
غ	ـغ	ـغـ	غـ	**ghayn**

Here comes probably the most difficult sound in the Arabic language. It is the sound of the letter **9ayn**, which we transcribe with **9**, since no letter in our alphabet comes anywhere near its sound. Say to yourself the name *Maggie*. Keep repeating it, but as you do so, try to stop making contact in your throat for the *-gg-* in the middle, i.e. let the middle consonant become more and more vague until it feels no more than a gulp. You are probably saying something like **معي má9ī** *with me*. Now do it again, but get to the target sound faster. Say it again and again until you can hit it first time, without Maggie's help. The correct sound is a little like the name *Marie* as pronounced in French, but without the contact of the French *r*.

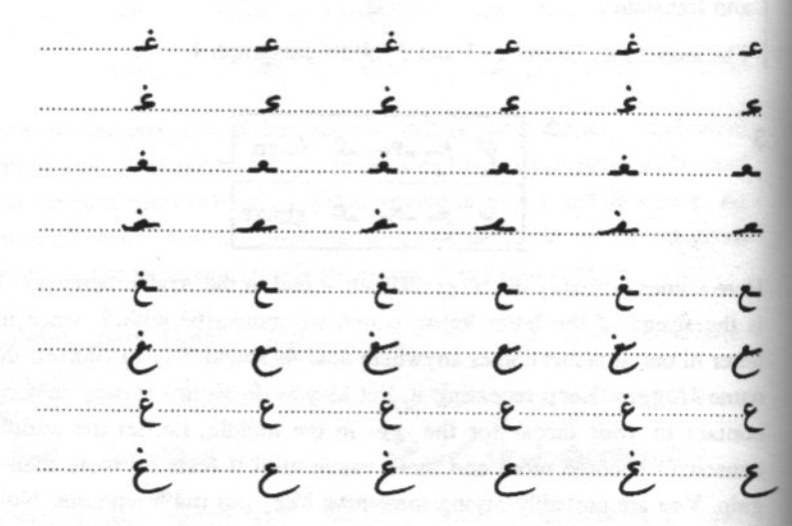
The sound of the other letter, which we transcribe as **gh**, is the 'hard' equivalent of **kh**, for which see paragraph 1 above. It sounds somewhat like the French *r* of *Marie*, but shorter.

ع and غ are joined letters. The two short forms rest on the line, and the two full forms have a reverse half-swoop like ج. The different forms are used as follows:

- عـ and غـ are written at the beginning of a word, or in the middle of a word after a *disjoined* letter,
- ـعـ and ـغـ are written in the middle of a word after a *joined* letter,
- ـع and ـغ are written at the end of a word after a *joined* letter,
- ع and غ are written at the end of a word after a *disjoined* letter, or when standing alone.

Or we can put it far more simply: the 'solid' forms stand after a joined letter, and the 'open' forms stand everywhere else.

Write several of each:



Read and write:

.... سعر **si9r** *price* .... عامّ **9āmm** *general, public*

.... مطعم **máṭ9am** *restaurant* .... صناعة **ṣinā́9a** *industry*

.... معلّم **mu9állim** *teacher* .... أسبوع **usbū́9** *week*

.... شارع **shā́ri9** *street* .... اجتماع **ijtimā́9** *meeting*

.... غربي **ghárbī** *western* .... غرب **gharb** *west*

.... مشغول **mashghū́l** *busy* .... مبلغ **máblagh** *sum*

Stress

4 So far we have marked the stress (see Unit 1, paragraph 4) with an accent. But Arabic stress is almost entirely regular, and we can learn and apply simple rules:

- the stress falls on the last so-called 'heavy' syllable if there is one. A 'heavy' syllable is one with either
  - a long vowel (ā, ī, ū) or a vowel-combination (ay, ou, ow) followed by a consonant (b, j, d etc.): **bināyắt, marī́ḍ, usbū́9, bintáyn**,
  - or a short vowel (a, i, u) followed by two consonants* or a doubled consonant: **máblagh, mumá<u>thth</u>il**,

    * Remember that consonants transcribed with underlining (**<u>th</u>, <u>gh</u>** etc.) are single consonants in Arabic.
- if there is no heavy syllable, the first syllable is stressed: **ána.**

The following elements are never stressed, and are not counted when placing the stress:

- the article **al-, at-** (etc.),
- any vowel (long or short) or vowel-combination ending a word, i.e. with no following consonant. Note that **hámza**, although not an alphabetical letter, counts as a consonant, so that a word like **ibtidā́'** does not end in a vowel; its final syllable counts as heavy, and is herefore stressed. The relative of this word has the same stress (**ibtidā́'ī**).

Now that we have the rules, we no longer need to mark the stress in the transcription.

Exercise 5 Read the signs:

(d)


(c)


(b)


(a)


Exercise 6 Mark the stress with an accent on these transcribed words or word-forms which we have not yet studied:

(a) **ma<u>shgh</u>ūlīn** (b) **maḥaṭṭa** (c) **inti<u>kh</u>ābāt** (d) **tarbiya**

Exercise 7 Complete the word with the right form of ع or غ:

(a) اجتما... (b) مشـ..ول (c) مـ..لّمة (d) مبلـ.. (e) ...امّ

Exercise 8 Write in Arabic (putting any relatives or other adjectives in the m. form), and pronounce your answers, taking care with the stress:
(a) *the meeting* (b) *daily* (c) *monthly* (d) *arrival* (e) *south*
(f) *the week* (g) *electoral* (h) *the school* (j) *Italian* (k) *administrative*

Exercise 9 Reading. Covering everything but the printed Arabic, read again, column by column, the 'Read and write' paragraphs of this unit.

The answers to Exercises 5 to 8 are immediately below.

Answers to Exercises

Exercise 1 (a) **íbil** *CAMELS** (b) **bāṣ** *BUS* (c) **khátar** *DANGER*

Exercise 2 (a) إنتاج (b) وطني (c) انتخاب (d) ابتدائي (e) منظّمة

Exercise 5 (a) **shurṭa** (b) **makhraj** (c) **madkhal** (d) **shimāl**

Exercise 6 (a) **mashghūlín** (b) **maḥáṭṭa** (c) **intikhābát** (d) **tárbiya**

Exercise 7 (a) اجتماع (b) مشغول (c) معلّمة (d) مبلغ (e) عامّ

Exercise 8 (a) الاجتماع **al-ijtimá9** (b) يومي **yóumī**
(c) شهري **sháhrī** (d) وصول **wuṣúl** (e) جنوب **janúb**
(f) الأسبوع **al-'usbú9** (g) انتخابي **intikhábī** (h) المدرسة **al-mádrasa**
(j) إيطالي **īṭálī** (k) إداري **idárī**

* This picturesque desert-road warning should be taken seriously, especially if visibility is poor. In a collision, most animals fall under the car. But the camel is hit below his knees, with possibly appalling consequences for both man and beast. The stricken and struggling animal, his already considerable weight increased by the impact, comes crashing through the car roof.

The camel deserves respect. He is silent and can be swift. And the desert is his.

Tests

1 Read aloud and translate these words:

(a) الشّيء (b) مسؤولة (c) السّعر
(d) مدخل (e) الانتخاب

2 Arrange these in the order of their size, biggest first:

(a) اليوم (b) السّنة (c) الأسبوع
(d) الشّهر

3 Make a relative, in the indefinite masculine form, from each noun. Give its meaning:

(a) الصّناعة (b) ابتداء (c) الأسبوع
(d) ايطاليا (e) بريطانيا

4 Write:

(a) **at-ta'sīs** (b) **an-nihā'ī** (c) **mas'ūla**
(d) **al-ma<u>kh</u>raj** (e) **ad-du<u>kh</u>ūl**

Review

In this unit we covered seven more joined letters, two of them sun letters with dark sounds; and many useful new words. You also learned how to stress correctly any word in the language.

The next unit gives us the remaining three letters and three 'curiosities', rounding off the alphabetical part of this book.